

IMPACT OF PARTICIPATION IN THE NATIONAL
FFA DAYS OF SERVICE ON STUDENT
MOTIVATIONS, VALUE, & DECISION TO
PARTICIPATE IN SERVICE-LEARNING

By

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“This is for every American who’s ever been counted out, but refused to be knocked out.”

-Hillary Rodham Clinton

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Abstract: As educators seek methods of instruction that assist in helping to make learning relevant for agricultural education students, service-learning has risen as a desirable technique for meeting these educational objectives. A gap in the agricultural education literature exists, however, in terms of describing whether these learning experiences intrinsically motivate students. As such, this investigation was designed to describe FFA member's level of intrinsic motivation towards service-learning through participation in the 2013 National FFA Days of Service. Deci and Ryan's Self-Determination Theory (SDT) served as the theoretical base for testing FFA members intrinsic motivation through three empirically based constructs—interest, value, and perceived choice. Results from the study found that FFA members did have an interest and valued their service-learning experience; however, they exhibited varied views in terms of their choice to participate. The findings illuminated a congruency when the tenets of service-learning were amalgamated with the axioms of SDT. Therefore, the researcher presented the Intrinsic Service Learning Model in hopes of assisting practitioners of the pedagogy with delivering an intrinsically motivated service-learning experience for students.

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CHAPTER I

INTRODUCTION

American education is not delivering graduates with the capability to function in an egalitarian society (Butin, 1989). Concerning this quandary, Boyer (1990) summoned school officials to integrate a component of service into their curriculum. Multiple strategies have attempted to rise above this deficiency; however, teachers are still unable to frame their curriculum in a way that connects to real-world problems (Driscoll, 2009; O'Meara, 2008).

This impotence has initiated the onslaught of numerous educational reforms (Driscoll & Sandmann, 2001). As a result, many educators have embraced service-learning as a preferred pedagogical technique (Kielsmeier, 2010; Zlotkowski, 1996). Bringle and Hatcher (1995) offered a holistic definition for this didactic practice:

A credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation for the discipline, and an enhanced sense of civic responsibility. (p. 222)

At the 80th National FFA Convention, FFA voting delegates identified value in the amalgamation of service-learning into the doctrine of agricultural education and the National FFA Organization (Slavkin & Sebastian, 2013). As a result, an array of grants and nationwide opportunities have disseminated amid school-based, agricultural education (SBAE) (S. Sebastian, personal communication, November 22, 2013). Today, the National FFA Organization's largest scaled endeavor to initiate students to the tenets of service-learning is at the annual National FFA Convention through a program called the *National FFA Days of Service* (Slavkin & Sebastian, 2013). In spite of the notoriety of the occasion, a paucity in empirical evidence exists to uphold the assertion that FFA members perceive service-learning as a valuable endeavor.

Background

Unearthing the genesis of service-learning is an intricate voyage; yet, theoreticians characteristically observe the entanglement of the adages of service-learning with "Judeo-Christian and Hindu religions" (Dass & Bush, 1992, p. 3). However, the result of a punctilious historical probe into the origins of service-learning as a method of instruction revealed the essence behind its emergence in the early 20th century (Speck & Hoppe, 2004; Reiman, 1992; Tyack, Lowe, & Hansford, 1984).

Exasperated by the trepidations of the Great Depression, First Lady Eleanor Roosevelt was galvanized by the travails of the social worker system after witnessing their colossal impact in the Chicago area (Tyack, Lowe & Hansford, 1984). This experience elicited a cognitive awakening in Mrs. Roosevelt and prompted her to lobby her husband's presidential administration to create employment opportunities for young adults in the United States (Reiman, 1992). Ergo, the National Youth Administration

(NYA) commenced (Reiman, 1992; Tyack et al., 1984). The initiative had a powerful impact as in excess of 700,000 young people obtained employment through the program (Speck & Hoppe, 2004).

In the wake of the prosperity of NYA, the Roosevelt administration involved itself overtly in the implementation the Civilian Conservation Corps (CCC) (Black, 1996). Melding the maxims of NYA and CCC resulted in the empowerment of over 1.4 million youth because of their removal from impecunious living situations (Black, 1996; Watkins, 1990). While the mid-20th Century is not often associated with the characteristics of the progressive movement, the propulsion of service-learning during this time is irrefutable (Kraft, 1996). These rudimentary factors propelled the creation of multiple service-learning initiatives in the 1970's; however, a shift in educational thought stymied their progress (Kraft, 1996). Kraft (1996) clarified:

The Panel on Youth of the President's Science Advisory Committee, the National Committee on Secondary education's *American Youth in the Mid-Seventies*, the Carnegie Commission on Higher Education, Coleman's *Youth: Transition to Adulthood*, the National Panel on High School and Adolescent Education, and Martin's *The Education of Adolescents* made a host of proposals on a range of topics: service programs; experience-based learning; job preparation; service graduation requirements; real and meaningful tasks; interaction with a greater range of people; reintegration of the young into the community. Little in the way of broad reform, however, was started until the publication of a Nation at Risk [in 1983], and by then the pendulum had swung away from the 'progressive' aspects of the 1970s reports and had turned to focus on the basics. (p. 134)

In the face of opposition, service-learning rebounded in the late 1980s due to byzantine federal support. For instance, the U.S. Federal Government subsidized the Avant-garde Points of Light Foundation in 1989 (Points of Light, 2013). Then, in 1990 U.S. Congress members proceeded to draft legislation that would become known as the National and Community Service Act of 1990 (National and Community Service Trust Act, 1990). This act procured financial support for the infusion of service-learning initiatives into the curriculum (Kielsmeir, 2000; National and Community Service Trust Act, 1990). The 1993 renewal of the bill educed possibilities for constituents to monetarily and systematically develop grassroots service-learning initiatives (National and Community Service Trust Act, 1993). As a result of these acts, service-learning education escalated in American education (Corporation for National and Community Service, 2013). Former Minnesota Senator, David Durenburger, explicated: “ [The] ultimate purpose of this bill is to make every community in America a classroom, and an environment in which the talents and energies of the youngest citizens can be fully engaged and fully appreciated” (S. Rep. No. 140-143, 1993, p. 6).

Rise of Serving-Learning in Agricultural Education

Oscillated by the rise of service-learning, in 2007 FFA voting delegates adjured the National FFA Board of Directors to transmogrify from a “model of service to a model of service-learning” (Slavkin & Sebastian, 2013, p. 11). Following this plebiscite, auxiliary funding and support offered by the Rural Youth Development Program (RYD) was integral to the dissemination of service-learning in agricultural education (Heness, Ball, & Moncheski, 2011). Specifically, this development led to the “expansion of resources and curriculum for agricultural education instructors to

facilitate service-learning projects that would also encourage increased civic engagement by their students” (Hennes, Ball, & Moncheski, 2011, p. 74).

Following this shift in 2007, the National FFA Organization began to urge the implementation of service-learning with local chapters as well as on the national level (S. Sebastian, personal communication, September 27, 2013). For instance, a rich service-learning opportunity became entrenched within the Washington Leadership Conference (Mozo, 2011). Stedman et al. (2009) explained “WLC promotes service-learning through two key experiences: a weeklong conference in Washington D.C. and a yearlong interactive online study course” (p. 92). In 2003, a service-learning oriented extension of the National FFA Convention arose, called the National FFA Days of Service (National FFA Organization, 2013). The purpose of the National FFA Days of Service is to:

. . . [E]ducate FFA members and their advisors on how various community needs can be addressed, how FFA members’ skills can be utilized to effect community change, and how FFA members skills can be utilized to effect community change, and have FFA members can take information learned at one service site to provide a similar service in their own community (National FFA Organization, 2013, para. 1).

Need for the Study

Some in agricultural education have insisted curriculum must be germane to students’ daily life. For example, Dailey, Conroy, and Shelly-Tolbert (2001) articulated the need for life-skills to be incorporated into the agricultural education curriculum. They explained:

The main purpose [of agricultural education] is getting students ready for life. I

think high school academics are very important, but life skills and social skills are the most important thing you can get out of high school. Surely the skills that you learn in vocational agriculture or even agriscience are really important, but all in all, it's making a well-rounded student that can get out in the real world and be successful and survive. (p. 15)

Experiential education is a cornerstone of agricultural education (Knoblock, 2003; Roberts, 2006). As such, there is a positive view of service-learning in agricultural education due to its strong connections with experiential learning (O'Neil & Lima, 2003). Although there is a slight assemblage of literature pertaining to service-learning in agricultural education (Mantooth & Fritz, 2006; Phelps & Kotrlick, 2007; Webster & Hoover, 2006; Woods, 2004), sufficient evidence of its value to students has not been documented. Today, professionals in SBAE must consider if agricultural education students find enough value in service-learning to continue its use as a pedagogical technique.

Speck and Hoppe (2004) argued service-learning needs further study to answer such a question. They stated:

The underside of service-learning, then, is not just about students' inability to get it, or to process a new experience, but also about *our inability to anticipate comments, understand where students are in their developmental process, and acknowledge complex issues*. Service-learning may also take us [educators] into new territory for which we are ill-equipped. Reflection on our background, our developmental readiness, and where we stand in relation to power, privilege, and community service encourages discernment on the complex issues that

emerge in service-learning [emphasis added]. (p. 95)

Morton and Saltmarsh (1997), promoters of service-learning, even called for further research into this method of instruction as they discovered a high variance in its empirical evidence. Furthermore, Woods (2002) shared, “[service-learning] as an educational renewal idea deserves more study within the agricultural education curriculum” (p. 25). These eloquently hewn calls feature the growing curiosity surrounding the attainment of further empirical data vis-à-vis service-learning in the context of SBAE (Mantooth & Fritz, 2006; Phelps & Kotrlick, 2007; Webster & Hoover, 2006; Woods, 2004).

Statement of the Problem

Agricultural educators have long observed service as a keystone of the discipline, especially within the FFA component (Stewart, 2003). The embodiment of this principle can easily be viewed within the National FFA Organization’s motto that declares members should be “Living to Serve” (National FFA Organization, 2013, p. 19; Stewart, 2003). As such, service-learning seems to complement the agricultural mission (Woods, 2004). A scarcity in evidence exists, however, to enlighten agricultural education stakeholders of the effectiveness of service-learning.

Theoretical Framework

Deci and Ryan’s (1985, 2000, 2001a, 2001b, 2002, 2008, 2010) Self-Determination Theory (SDT) clarifies the power behind intrinsic and extrinsic motivation and how these factors can specifically impact an individual’s experience, such as at the National FFA Days of Service. Deci and Ryan’s (1985) Self-Determination Theory revolves around the juxtaposition of three modes of motivation (Deci & Ryan, 2001a, 2001b, 2002, 2008, 2010; Vallerand & Ratelle, 2002). Specifically, the newly rationalized

theory holds mankind has three internal desires: “(a) autonomy, (b) competence, and (c) relatedness” (Deci & Ryan, 2008, p. 183).

Attainment of autonomy empowers individuals to exercise freedom of personal choice and vanquishes the imprisoning nature of external stimulants (Deci & Ryan, 2001a, 2001b, 2008). The *sui generis* surrounding autonomy can be explicated as an individual operating with an internal *locus of control* (Deci & Ryan, 2001a). The antithetical redolence of stimulation through external means would suggest one was, in fact, not living autonomously (Deci & Ryan, 2001b). An individual attains competence as they become confident in their ability to perform a skill (Deci & Ryan, 2001b). Conversely, relatedness conjures the intimate homophilous solidarity of relationships with explicit factions or individuals (Deci & Ryan 2001b, 2002, 2008, 2010). The transcendental phenomena surrounding these internal desires can be explained through two correlative factors: (a) an individual’s will-power, (b) the subsidizing nature of their social environment (Deci & Ryan, 2002).

The contrast between *self-determination* and *non-self-determination* assists in demystifying an individual’s motivation to participate in a given activity. Moreover, the intrinsic power of choice disabuses the notion that a person must capitulate to an authoritative force (Deci & Ryan, 2001b). To that end, an individual’s locus of control emancipates the purposive supremacy of the individual (Deci & Ryan, 2001a, 2008, 2010). However, when motivation converges with extrinsic forces suppressed through the dogmatism of an *external locus of control*, a dichotomy of the *locus* materializes. (Deci & Ryan, 2008). This typically results in the individual prescribing to the ideological tenet that they have no power over the status of their lives (Deci & Ryan, 2001a).

The quintessence of this theory can be observed at the National FFA Days of Service. Those prompted to assist at the event due to their idiosyncratic attractions would be motivated through means of intrinsic motivation (Deci & Ryan, 2001a). At variance with this abstraction, the members motivated by external means, would be typecast as extrinsically motivated (Deci & Ryan, 1985). Withal, individuals using premeditative measures to eschew from action, only opt to participate by the dragooning force of amotivation (Deci & Ryan, 2001a). This experience can be illustrated as individuals recognize themselves as incompetent to achieve the task at hand (Deci & Ryan, 2001a)..

Deci and Ryan (1985) utilized SDT to generate a multidimensional evaluation of subjects' level of interest-enjoyment, value-usefulness, and perceived decision to participate in an activity-based experience, aptly named the Intrinsic Motivation Inventory (IMI). These three factors were imperative in assessing FFA members' perceptions of service-learning at the 2013 National FFA Days of Service.

Purpose

The intent of this study was to understand the perceptions FFA member's regarding service-learning after participation in the National FFA Days of Service. Deci and Ryan's (1985) Self- Determination Theory framed the investigation into how FFA member's level of interest, usefulness, and perceived level of decision affected their attitude toward service-learning at the 2013 National FFA Days of Service.

Significance

The study's purpose is linked to Priority 4 and 6 of the National Research Agenda of the American Association of Agricultural Education (Doerfort, 2011). Priority 4, *Meaningful, Engaged Learning in All Environments*, stresses the merit for "The design,

development, and assessment of meaningful learning environments which produce positive learner outcomes are essential to properly educating the citizens of the 21st century” (Doerfort, 2011, p. 9). Priority 6, *Vibrant, Resilient Communities*, focuses on the need for additional analysis “to ensure the environment where positive community change transforms unhealthy communities into high-capacity communities” (Doerfort, 2011, p. 10).

Statement of the Research Questions

Deci and Ryan’s (1985) Self-Determination Theory was used to frame the following research questions:

1. What are the personal characteristics (sex, ethnicity, location, and years of membership) of FFA members who participated in the 2013 National FFA Days of Service?
2. Did FFA members have an interest in participating in the 2013 National FFA Days of Service?
3. Did FFA members who participated in the 2013 National FFA Days of Service value the experience?
4. Did FFA members perceive they had a choice to participate in 2013 National FFA Days of Service?
5. What are the relationships between FFA members’ level of interest, value, and perceived choice and selected student characteristics?

Scope of the Study

This investigation involved 144 FFA members who participated in the 2013 National FFA Days of Service. Specifically, the National Safe Place service site served at

the data collection location on November 1, 2013 in Louisville, Kentucky. Results and conclusions generated from this study should not be generalized more broadly.

Assumptions

The following assumptions were made in preparation, coordination, and examination of the study:

1. FFA members approached the questionnaires in a sincere manor and completed the questionnaires to their best ability.
2. FFA members answered the questionnaires truthfully.
3. FFA members were engaged and participated to the best of their ability in the service-learning activity.

Limitations

The following limitations are acknowledged by the researcher:

1. The researcher had no control of the coordination of service-learning activity. Therefore, each member's experience was the result of National Safe Place staff members.
2. The study occurred during National FFA Convention; therefore, the possibility exists for nuisance variables to have influenced the data.
3. Students were rushed for time when answering the questionnaires; as a result, some students might experience a heightened sense of stress during the data collection process.

Definition of Terms

Community Service: Using physical labor to enhance the collective good for an individual, organization, or an entire group of citizens (Bringle & Hatcher, 2004).

Experiential Learning: Based upon Kolb's (1984) Experiential Learning Theory.

This teaching approach relies on four primary components: concrete experience, reflection, abstract conceptualization, and active experimentation.

Service-Learning: This pedagogical approach connects concepts students acquire through the curriculum with the realistic practice of community service (Bringle & Hatcher, 2011).

CHAPTER II

REVIEW OF LITERATURE

Introduction

Since the enactment of two powerful pieces of legislation in the early 1990s, service-learning, as a teaching strategy, has ascended (O'Meara, 2008; Driscoll & Sandmann, 2001). Emphasis of this pedagogical approach has given rise to the value placed upon service-learning by the National FFA Organization. This change can be viewed through FFA's transformation from a "model of service to a model of service learning" in 2007 (Slavkin & Sebastian, 2013, p. 14).

The literature about service-learning focuses on multiple issues. To explore the motivations of FFA member's participation in service-learning at the 2013 National FFA Days of Service, the philosophical tenants, historical contexts, and pertinent literature relating to this pedagogy must be explored. Therefore, seven sections compose this review of literature: Introduction, Philosophical Underpinnings, Stages, Opposition to Service-Learning, Perceived Benefits of Service-Learning Across Disciplines, and the Utilization of Service-Learning in Agricultural Education.

Philosophical Underpinnings

Instruction of individuals in the ambience of the community has vexed philosophers for generations (Rochleau, 2004). A lucid polarity lingers amongst academic theorist regarding what the fundamental goal of education should constitute (Rochleau, 2004). Proponents of empirical-based knowledge promote an educational system grounded in the theory-driven nature of *logical positivism* (Speck & Hoppe, 2004). Contrarily, others promote a system that yields a person with the skill-set required to contribute to civilization (Rochleau, 2004). Hellenic philosophers such as Aristotle and Plato concurred the most vital ambition of educators should be to instill the highest ethical axioms, with the dexterity needed to lead others in society (Aristotle, 1997a, 1997b; Plato, 1961).

Future savants also inherited this dogma by accentuating the necessity of educational training to be composed of guidance in the axiological veracities of the world. Specifically, John Stuart Mill (1997) argued for instructional preparation for civil engagement. Similarly, John Locke and Immanuel Kant lobbied for the implementation of character development training in educational settings (Immanuel Kant, 1997; John Locke, 1997). Through his compilation *Emile*, Jean-Jacques Rousseau even laid out a plan for educators to have students to work benevolently by using inquiry-based learning to resolve an array of complex local issues (Rousseau, 1979). Similarly, American thinker Thomas Jefferson adopted these rudimentary truisms on education (Rochleau, 2004). The pinnacle of this credence can be observed through his educational initiative for boys in Virginia who he hoped would develop productive citizens primed to lead the United States in its formative years (Jefferson, 1964).

A communal vision united this league of remarkable philosophical thinkers. For example, they agreed the school and the community should enrich one another through a cooperative venture (Rocheleau, 2004). However, despite these philosophical underpinnings, some advocates point to John Dewey as the most noteworthy player in the formation of service-learning as we recognize it in the 21st Century (Ash & Clayton, 2004; Giles & Eyler, 1994; Kiely, 2005; Rochleau, 2004). Giles and Eyler (1994) justified service-learning's link to Dewey:

. . . [The] reason for probing Dewey is that it appears that service-learning reflects, either consciously or unconsciously, a Deweyian influence. Making that influence explicit can help determine if the theory is truly relevant and useful. Also, because neo-Deweyian such as David Kolb exert an influence on service-learning as one form of experiential learning, knowing about Dewey's theory on experience and education also seems important. (p. 78)

Dewey was a strong advocate for transforming the American education system (Dewey, 1902, 1946, 1957, 1960). He (1938) argued against direct instruction, or a closely followed instructional procedure as the *only* instructional method of delivery. Furthermore, he asserted human beings were gregarious in nature: He stated, "association itself is physical and organic, while communal life is moral; this is emotionally, intellectually, consciously sustained" (Dewey, 1946, p. 151). Expanding upon this notion, Dewey's (1916) *Democracy and Education* chronicled the shared essence between school systems and social systems. He even went as far as the label the school as a "miniature community" (Dewy, 1916, p. 418).

Dewey's expressed a link between education and communal life in his early work. For instance Dewey's (1902), *The School as Social Center*, foreshadowed many of his later works. Dewey (1902) boldly avowed:

[There is] a sense of something absent in the existing type of education, something defective in the service rendered by the school. *Change the image of what constitutes citizenship, and you change the image of what the purpose school is.* Change this, and you change the picture of what school should be doing and of how it should be doing it. The feeling that school is not doing all that is should do in simply giving instruction during the day to a certain number of children of different ages; the demand that it shall assume a wider scope of activities having an educative effect upon the adult members of the community, has its basis just here. *We are feeling everywhere the organic unity of the different modes of social life, and consequently demand that the school shall be related more widely, shall receive from more quarters, and shall give in more directions* [Emphasis Added]. (p. 76)

The Five Stages of Authentic Service-Learning

Although service-learning remains an emerging pedagogical technique, various scholars have postulated the teaching approach has five major stages: investigation, preparation, action, reflection, and demonstration (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). Throughout each phase of the service-learning process, teachers, students, and community members collaborate to resolve community issues while integrating purposeful connections through contextual erudition (Kaye, 2004; Smith et al., 2011).

Investigation

The service-learning process begins with the *investigation* stage (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008;). During this phase, educators prepare students by having each individual research their local philanthropic interests, isolate communal disparities that connect to course curriculum, and begin to identify and collaborate with potential partners (Lake & Jones, 2008).

Preparation

After the initial investigation has occurred, students *prepare* by creating an action plan (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). Through this phase, students formulate how to apply concepts from the curriculum in a way that benefits an individual, group, or an entire community (Smith et al., 2011).

Action

Following proper investigation and preparation, students are prepared to carry out their plans through an *action* packed service opportunity (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). This stage has no definite time period since service-learning projects can range from one day to an entire academic year (Kaye, 2004). However, this didactic stage often allows students to begin to grasp the gravity of their contributions (Glickman & Thompson, 2011).

Reflection

The fourth stage, reflection, is considered the most powerful component of the service-learning experience (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). For example, through reflection students infer

how they were able to apply skills acquired from their coursework but also how their work made an impact (Haines, 2010). Reflection often leads students to explore how they can make changes in their lives to assist those less fortunate than themselves (Lake & Jones, 2008).

Demonstration

The final stage, *demonstration*, is the culmination of the experience and is sometimes termed the *celebration* phase (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). This uniquely designed opportunity allows students to showcase, or demonstrate, what they've acquired through sharing about their service-learning experience (Kaye, 2004).

The Advantages of Service-Learning

Service-learning provides an exciting prospect to enrich citizenship skills resides. For example, the social nature of this pedagogy can elevate the prospects of citizenship development for all parties involved (Gray, Ondaatje, Fricker, & Geschwind, 2000; Yates & Youniss, 1997). Furthermore, students involved in service during adolescence are more likely to sustain this tradition as an adult (Yates & Youniss, 1997). Roberts' (2006) descriptive study expanded upon this idea. His study identified a correlation between service-learning and community involvement. Other studies have edified the spirit behind the utilization of this instructional delivery as a method to instill a heart of servitude for all involved (Gray et. al, 2000; Roberts, 2006).

For youth to attain an *au fait* cognizance of community affairs, research suggests parents should become ensconced within local issues, as well (Hargreaves, 2003). Grimm, Dietz, Spring, Arey, and Foster-Bey (2005) found that when parents volunteered

in their local communities, their children had three times greater chance to seek out civic engagement opportunities. This finding is noteworthy because it is important to consider all possible interconnected trends that could potentially impact adolescents' community engagement potential such as their family, school and communal associations (Bridgeland, DiIulio, & Wilson, 2006). For instance, Fiske (2001) revealed the merger of service-learning into the school curriculum results in students having a higher probability to seek out service opportunities after school hours. Understanding these correlations is imperious to teaching future generations to address world issues (Bridgeland et. al, 2006).

Learning Outcomes Associated with Service-Learning

Positive learning outcomes are possible for students through the use of service-learning as a method of instruction (Klute & Billig, 2002; Michael, 2005). This powerful pedagogical tool unshackles students from the drudgery of typical educational approaches and empowers them to find relevance in their courses (Klute & Billig, 2002). For example, students can use educational competencies by employing them to solve an array of social problems (Klute & Billig, 2002). Michael (2005) considered the possibility for students to obtain higher test scores when they were able to apply their knowledge through service-learning. Klute and Billig (2002) suggested service-learning provides a positive experience for students and even aids in helping them obtain a deeper understanding of the course content.

Strange (2004) maintained service-learning can assist students in entry-level courses to establish a firm foundation leading to greater success as they progress in their academic major. Strange (2004) found students who took a service-learning course

requiring 20 hours of service-learning each week throughout the semester earned higher grades throughout their degree plan (Strange, 2004). Strange (2004) concluded the primary cognitive gains were achieved through the critical incorporation of a written reflection component in the course.

Prentice (2006) utilized a three year mixed methods longitudinal case-study approach involving 16 American junior colleges to understand the link between service-learning and academic learning. The qualitative piece of the study employed the use of “five student focus groups and three faculty focus groups during the spring of 2009” (Prentice, 2006). Meanwhile, the quantitative piece relied upon an instrument with 24 questions, utilizing a 6-point, Likert-type scale response choice to determine the relationship between 6 constructs related to learning outcomes (Prentice, 2006). Results from the study led to the conclusion that junior-college students learn at higher levels when service-learning is utilized (Prentice, 2006). The researchers also concluded faculty and students are more engaged throughout the learning process and students enjoyed the learning process more when service-learning is utilized in classes (Prentice, 2006).

Warren (2012) attempted to address apprehension associated with the cognitive gains of students through service-learning. Specifically, this study sought to reconcile former disputes concerning whether service-learning was a valid pedagogical approach by providing a meta-analysis of 11 empirical-based service-learning studies (Warren, 2012). Findings from this examination, revealed service-learning did augment student learning (Warren, 2012). Moreover, Warren (2012) stated, “results from moderator analyses suggest that service-learning has a positive influence on student learning outcomes irrespective of the way learning was measured” (p. 14).

Personal Development through Service-Learning

Delivering students who will thrive in society is the key aspiration for many American educators (Furco, 2002). With this goal in mind, some educators strive to develop positive self-esteem and a strong personal image in their students (Furco, 2002). The addition of service-learning in the curriculum can enrich qualities within students (Conrad & Hedin, 1991; Miciano, 2006; Tannenbaum & Berrett, 2005). Students participating in service-learning also procure a deeper understanding of local government and traditions; therefore, they become more aware of how they can assist in alleviating bones of contention (Yates & Youniss, 1997).

To better understand the perceptions of high school students in regarding personal and civic development through exposure to service-learning as a method of instruction, Waldstein and Reiher (2001) distributed a questionnaire to six different secondary schools over a two-year period. Waldstein and Reiher (2001) explained that, “analysis of the data revealed patterns of behavior that can be interpreted with consistency and in ways that advocates of service-learning would generally expect” (p. 8). They concluded service-learning was positively correlated with the personal development of individuals (Waldstein & Reiher, 2001).

Simon and Cleary (2006) employed an explanatory method design to “evaluate the influence of a service learning course on learning, personal, and social outcomes for service learning (n=142) students” (p. 307). This investigation concluded that students not only showed improved personal development and had higher levels of awareness for “diversity and political awareness, community self-efficacy, and civic engagement scores from the beginning to the end of the semester” (p. 307).

The impact of service-learning on the personal development of students has also been studied in international contexts. Ngai (2006) conducted a longitudinal case-study to understand benefits of service-learning on 93 Chinese university students. Results show that students benefitted through two primary avenues (Ngai, 2006). First, they autonomy to help their communities in ways they saw beneficial, which helped them make connections concerning the benefits of service they had never considered before (Ngai, 2006). Second, they understood change could occur if they were willing to step up to make it happen (Ngai, 2006).

Increasing Compassion through Service-Learning

The development of empathy for others is another benefit from service-learning. Through a phenomenological investigation of secondary students, Brown (2007) found that students experienced a heightened feeling of sympathy for those less fortunate than themselves and they felt more enticed to help others. Many of the service-learning participants reported they actively attempted to get involved with volunteer opportunities after graduation (Brown, 2007). From this conclusion came the recommendation that service-learning become mandatory within secondary education's curriculum (Brown, 2007).

Service-learning and Civic Engagement

Service-learning can ameliorate students' perspectives on civic engagement (Fayter, 2005; Good, 2005; McClellan & Youniss, 2003; Moran, 2007; Prentice, 2006; Roberts, 2006; Tannenbaum & Berrett, 2005; Waggner, 2006). For example, Moran's (2007) examination of civic attitudes revealed many service-learning participants elected to devote more time to the service endeavors than required by the class.

Furthermore, these students were more comfortable with volunteering for service-related activities in the future (Moran, 2007). In a related study, Scheidel (2008) analyzed students involved in a community garden service-learning project. Students involved in this study associated service-learning with helping them have a higher self-worth as well as a heightened sense of belonging to their local community (Scheidel, 2008).

Solmonson (2006) agreed with these findings. Though a mixed-methods study Solmonson (2006) concluded students indoctrinated in service-learning would have a higher likelihood to engage in political participation, community service and other local issues. Cipolle (2007) echoed these findings in a mixed-methods study with adult learners.

Ability of Service-Learning's to Address Societal Issues

Providing students either practical or abstract knowledge has been an antagonistic point of contention in American education since its formation (Boyle-Baise, 2002; Camarillo, 2000; Morgan & Streb, 2001; Parker, 2003; Tannebaum & Berrett, 2005). However, Camarillo (2000) argued that if students utilize their knowledge in multiple contexts the information becomes more concrete (Camarillo, 2000). Also, students are able to discern between societal issues and abstract conceptualizations of native complications such as poverty and discrimination (Boyle-Baise, 2002; Parker, 2003). Placing students on the front lines of the effort can help them see the value in their work and often spurs them to seek further opportunities to assist with the issue (Boyle-Baise, 2002). *Intrinsic motivation* espoused by the student can often elicit a yawning depth and breadth of understanding concerning the issue (Morgan & Streb, 2001).

Tannebaum & Berrett (2005) also concurred service-learning is a viable asset that can make academic learning relevant for students.

Resistance to Service-Learning as a Method of Instruction

The concept of service-learning as a teaching method has met intense resistance since its induction. Rochelau (2004) pointed out some adversaries argue service-learning distracts students from acquiring skills that will help them perform at a higher level on standardized examinations. These views have deep historical contexts. For instance, with the Soviet Union's launch of *Sputnik*, the first ever satellite to reach space, many American's began to question the validity of American education (Bybee, 1997). Some people felt there should be a renewal of mathematics and science within schools so the U.S. could remain a major world power (Bybee, 1997; Kirst & Meister, 1985). Negative connotations, therefore, began to be associated with progressive educational approaches, including service-learning (Bybee, 1997).

Sputnik was not the only impediment for the service-learning movement in the 20th Century. After a series of unfortunate events, including a trying economic recession and the realization that the United States was were lagging in technological development behind other world superpowers. In 1983, United States Secretary of Education William Bennett, unveiled his *A Nation at Risk* report in 1983 (Guthrie & Springer, 2004; National Commission on Excellence in Education, 1983). Through this report, Bennett declared the U.S. educational system was highly deficient and needed to change its course to prepare students for a technology driven society (Bracy, 2003; Guthrie & Springer, 2004). As scrutiny of these educational approaches began to intensify, service-learning fell out of vogue (Bracy, 2003).

Service-Learning Research in Agricultural Education

As agricultural education positions itself in the milieu of rural, suburban and urban programs across the U.S., Woods (2004) sought to obtain empirical evidence regarding service-learning's ability to bridge the gap between diverse students and pre-service teachers in university agricultural education programs. The study validated service-learning as a positive approach to improve the cross-cultural education of undergraduate students in agricultural education (Woods, 2004). In a related study, Webster and Hoover (2006) outlined how service-learning could augment the multicultural environment of programs. The investigation reported service-learning could also help students better understand and identify with students of different cultures and backgrounds (Webster & Hoover, 2006).

Additional literature in agricultural education concerns service-learning and its usage within the youth organization, 4-H. Findings indicate a positive correlation between service-learning and life-development abilities of 4-H members (Phelps & Kotrlick, 2007). Mantooth and Fritz (2006) explored the challenges associated with the utilization of service-learning for 4-H programs. Subjects of the Delphi study were 4-H members in the state of Tennessee (Mantooth & Fritz, 2006). Problems associated with 4-H service-learning included: (a) funding, (b) scheduling, (c) motivation, and (d) lack of time (Mantooth and Fritz, 2006).

Operationalization of Service-Learning's in Agricultural Education

Although service-learning is a fairly new term in education, a heavily documented history indicates this pedagogical method is common in SBAE programs. The first magazine publication from the Future Farmers of America in 1945, *FFA in Action*,

showcased numerous service-learning experiences occurring in agricultural education programs from coast to coast (*FFA in Action*, 1945). In response to the Dust Bowl in the 1940s, many programs focused their curriculum on conservation methods. For instance, students learned forestry concepts in class and then planted trees in their community, to help prevent soil erosion (*FFA in Action*, 1945). Involving student in agricultural research was also a priority for programs (*FFA in Action*, 1945). Students helped distribute new innovations to older generations (*FFA In Action*, 1945). Utilization of the community as a learning environment by agricultural education persisted throughout the 1950s. An example was the Georgia FFA Association's mailbox stand initiative (*The Future Farmer Magazine*, 1956). Students from more than 290 programs put their agricultural mechanics skills, and knowledge to use in a statewide community beautification project (*The Future Farmer Magazine*, 1956). The trend of putting classroom concepts to use in the local community continued in the 1960s. The Shelton SBAE program in Nebraska worked to enhance the safety of area farmers and ranchers during livestock processing, by creating a cooperative livestock chute opportunity (*The Future Farmer Magazine*, 1965). Through this experience, the students were able to apply their agribusiness and animal science knowledge to use to benefit the community (*The Future Farmer Magazine*, 1965).

In the 1970s, after recognizing the incredible power in service related programs, the National FFA Organization unveiled the Building Our American Communities (BOAC) initiative (Reese, 2003). Through this national program, FFA incentivized local programs to serve thier communities (Israel & Hoover, 1996). Because of the incredible impact of BOAC, the National FFA Organization was awarded the National Volunteer Award for three consecutive years in the 1980s (Israel & Hoover, 1996).

The National FFA Organization initiated, perhaps, the most pivotal program for the service-learning movement in the context of agricultural education, at the 2007 National FFA Convention (Slavkin & Sebastian, 2013). FFA members voted for the organization to transition from a “model of service to a model of service-learning” (Slavkin & Sebastian, 2013, p. 14). Slavkin and Sebastian (2013) described the significance of this monumental vote:

Through the youth governance model of the FFA delegate process, youth representatives from across the country stated although the FFA model of traditional service was beneficial to the community, the impacts to the participants, beneficiaries, and the community were not as deep or meaningful. Thus the FFA Youth Delegates put forth a request of the National FFA Board of Directors to put in place the move from a model of service to a model of service-learning. (p. 14)

CHAPTER III

METHODOLOGY

Introduction

This chapter is a presentation of the methods and procedures used to collect and analyze data associated with the purpose and research questions of this study.

Descriptions of the research design, population and sample, and instrument development are provided.

Research Design

This study employed Dillman, Smyth and Christian's (2009) Tailored Survey Design procedures to guide the administration of the pre and post experience questionnaires to gather data associated with the subject's experiences at the 2013 National FFA Days of Service. In addition to the pre and post questionnaire, a demographic inventory questionnaire was also developed to correlate differences in experiences based upon selected characteristics. Dillman et al. (2009) explicated the core fundamentals of the tailored survey design:

1. The tailored design is a scientific approach to conducting sample surveys with a focus on reducing the four sources of survey error—coverage, sampling, non-response, and measurement—that may undermine the quality of the information collected.

2. The tailored design method involves developing a set of survey procedures that interact and work together to encourage all people in the sample to respond to the survey. Thus it entails giving attention to all aspects of contacting and communicating with respondents—few, if any, aspects of this process can be ignored when using a tailored design strategy.
3. Tailoring is all about developing survey procedures that build positive social exchange and encourage response by taking into consideration elements such as survey sponsorship, the nature of the survey population and variations within it, and the content of the survey questions, among other things. (p. 16)

Population

Subjects for this investigation were FFA members who participated in the 2013 National FFA Days of Service. A census of all FFA members at the National Safe Place service site ($N=144$) in Louisville, Kentucky was included. As a requirement of the National FFA Organization, all participating members were required to have been enrolled in SBAE as some point in their FFA career and must have been in good standing with the National FFA Organization at the time of the study. Because of the unique and specific nature of the event, a census of the population was included in the study. The number of individuals in the population and the accessibility to that group facilitated conducting a census instead of a sampling population.

Data Collection Site

National Safe Place was the largest service-learning site at the 2013 National FFA Days of Service. For five consecutive days, two 4-hour shifts of approximately 140 to 180 FFA members helped pack nutritional meals for homeless shelters across the United

States. Therefore, members' work made ripples of impact throughout the entire country, not a specific local community.

Instrumentation

Instrument Description

Deci and Ryan's (1985) multifaceted IMI instrument was designed to collect data associated with experience's related to a service-learning activity. Evidence of the success of the instrument spans three decades (Ryan, 1995; Ryan, Mims & Koestner, 2011; Plant & Ryan, 1995; Ryan, Connell, & Plant, 2000; Deci, Eghrari, Patrick, & Leone, 1994). According to Deci and Ryan (1985), "The instrument assesses participants interest/enjoyment, perceived competence, effort, value/usefulness, felt pressure and tension, and perceived choice while performing a given activity" (p. 1).

The name of the instrument, Intrinsic Motivation Inventory, is misleading because the *interest/enjoyment* subscale is the only actual assessment of intrinsic motivation (Deci & Ryan, 1985). Moreover, the *perceived choice* subscale is a "positive predictor of both self-report and behavioral measures of intrinsic motivation" (Deci & Ryan, 1985, p. 1). On the other hand, the *pressure/tension* subscale is characteristically a negative predictor of intrinsic motivation (Deci & Ryan, 1985). Meanwhile, the *value/usefulness* subscale aids in understanding whether the individual finds value in their experience, which is imperative to know whether the individual would be willing to participate in the activity again (Deci et. al, 1994).

Deci and Ryan (1985) further described upon the organization of the instrument saying, "The IMI consists of varied numbers of items from these subscales, all of which

have been shown to be a factor analytically coherent and stable across a variety of tasks, conditions, and settings” (p. 2). To be incorporated in the instrument the base criteria for items to be accepted is “a factor loading of 0.6” with no cross-loadings exceeding 0.4 (Deci & Ryan, 1985, p. 2). Most of the items, however, exceeded greatly this criterion (Deci & Ryan, 1985). Empirical evidence relating to this instrument validates postulations concerning the order or arrangement of the items (Ryan, Mims & Koestner, 2011; Plant & Ryan, 1995; Ryan, Connell, & Plant, 2000). Assumptions that arrangement has no bearing on the outcome of results are true (Ryan, Mims & Koestner, 2011; Plant & Ryan, 1995; Ryan, Connell, & Plant, 2000). Furthermore, omission of a subscale has no bearing on the outcomes of the other subscales (Ryan, Mims & Koestner, 2011; Plant & Ryan, 1995; Ryan, Connell, & Plant, 2000). Consequently, it is atypical to utilize all items of the instrument in the study (Deci & Ryan, 1985).

The following section outlines the procedures for the development of three instruments that were imperative to accomplishing the objectives of the study:

Pre-Experience Questionnaire

Research Question 1 created the need to collect data relating to FFA members’ personal characteristics. In particular, FFA members wrote information in designed spaces to indicate their home state, sex, race, years of FFA membership, and age. These items were included in the Pre-Experience Questionnaire to reduce participant fatigue (Dillman, Smyth, Christian, 2009).

Post-Experience Questionnaire

A 25-item questionnaire was administered to subjects after they completed tasks associated with the National Safe Place site project of the 2013 National FFA Days of Service. Items were derived from the IMI instrument and were used to assess perceptions regarding their experience after a service-learning activity. These items composed three subscales: perceived choice, enjoyment, and level of interest. Response choices for each item was a 7-point Likert-type scale, with response choices of Strongly Agree, Slightly Agree, Agree, Neutral, Slightly Disagree, Disagree and Strongly Disagree (Deci & Ryan, 1985, p. 1).

Instrument Reliability and Validity

Validity

Dillman et al. (2009) stated the core principal regarding the obtainment of content validity, “content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that a researcher should ask about the content or skills” (p. 172). Achieving content validity can be accomplished through the assemblage of a panel of field experts who use their knowledge and experience to authenticate an instrument’s validity (Dillman, Smyth & Christian, 2009). The IMI boasts a wealth of empirical evidence to verify its validity. For instance, McCauly, Duncan, and Tammen (1997) performed an investigation into the validity of the IMI instrument and made empirical based postulations that questions were representative of all three constructs.

Reliability

Deci and Ryan’s (1985) Intrinsic Motivation Inventory remains a cornerstone of assessments used to evaluate subjects’ level of intrinsic motivation. According to

Dillman, Smyth & Christian (2009) “Reliability is the capability to measure and to create the same result under the similar conditions” (p. 29). In this light, Wiersma and Jurs (1999) illuminated the IMI had a “reliability of .95 coefficient alpha” concerning the internal consistency of the interest/enjoyment subscale (p. 79). In their study, the *perceived choice* subscale boasted a “coefficient alpha of .91” (Wiersma & Jurs, 1999, p. 79). If a researcher elects to modify the IMI to fit the needs of their study, Wiersma & Jurs (1999) discovered eliminating a construct does not have an impact the validity or reliability of the remaining constructs.

Procedures for Gathering Data

Cautious awareness helped the researcher minimize nuisance variables by remembering to interfere as little as possible with the procedures of the 2013 National FFA Days of Service. The researcher utilized a systematic approach to the process. During the registration phase, FFA members received background information of the study and chose whether or not to participate. If the students indicated willingness to participate, the individual received the Pre-Experience Questionnaire. The eye-appealing format of the Pre-Experience Questionnaire helped spark participant’s interest (Dillman et al., 2009). Distribution of free pencils to each participant occurred at this point, as well. At the conclusion of the 2013 National FFA Days of Service, the participants received the Post-Experience Questionnaire to complete. In all, 144 students participated in the study.

Confidentiality

The researcher adhered to procedures established by Oklahoma State University Research for this study. After extensive review, the Institutional Review Board (IRB)

granted approval of this research on October, 27, 2013 to December 31, 2013.

Subsequently, IRB assigned the study the following IRB number: AG1349. The researcher sought out a parental permission waiver for the following reasons: (a) the research had minimal risk and did not vary for participants; (b) the research did not affect the welfare of any of the subjects; (c) the investigation would not have been possible since the National FFA Organization does not have a log of participants for the event; (d) FFA members had information concerning the study in advance and then chose whether to participate or not.

Data Analysis

The Statistical Package for Social Sciences (SPSS) version 2.0 for Macintosh computers was used to analyze all data related to this investigation. Research Question 1 was analyzed using frequencies, which helped determine the prevalence of participants in the following demographic categories: sex, ethnicity, location, age and years of FFA membership. For the remaining questions, means were taken for each construct. This form of analysis was regarded as the principal analysis procedure for the investigation. Modal responses for each item within the three constructs were also recorded and considered. For research question five, Pearson product correlations between the three constructs— interest/enjoyment, value/usefulness, perceived choice and sex, ethnicity, location, age and years of FFA membership— were analyzed to understand the relationships between the each variable.

Finally, differences of modes for items on the pre/post questionnaire were used for the following 10 questions since all questions that appeared on both instruments.

Statistical and Mathematical Procedures

Davis' (1971) recommendations were followed to address descriptive statistics to determine participants' personal characteristics in the first research question. Since a census of the population was taken, calculating frequencies of each demographic variable and item associated with Research Question 2, 3, and 4 was deemed the most appropriate statistical approach (Davis, 1971).

The researcher followed Creswell's (2012) recommendations for the use of correlations to analyze relationships associated with Research Question 5. Creswell (2012) explained, "A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently" (p. 338). Therefore, Pearson's r square was employed to assist with understanding the relationship effects for each correlation taken in the study. "Effect size in the correlational context is referred to as the strength of association between two variables" (Chen & Popovich, 2002, p. 42). Creswell's (2012) recommendations were utilized for determining correlation relationships; therefore, "when correlations range from .20 to .35 there is only a slight relationship" (p.347). Further, correlations ranging from .35-.65 only provide a *limited* relationship (Creswell, 2012). Meanwhile, correlations from .66-.85 indicate *good* relationship (Creswell, 2012). Finally, correlations with a .86 or higher are used in "studies for construct validity or test reliability" (Creswell, 2012, p. 347). Table 1 presents an overview of Creswell's (2012) recommendations for determining correlation relationships.

Table 1

Creswell's (2012) Recommendations for Determining Correlation Relationships

Strength	Range	Use
Slight	.20 – .35	Little value in prediction.
Limited	.35 – .65	Limited value in prediction.
Good	.66 – .85	Good value in prediction.
Very Strong	.86 and above	Strong value in prediction.

CHAPTER IV

FINDINGS

Introduction

This chapter is a detailed account of the results generated from the analysis of data associated to the five research questions. Findings are organized sequentially by research question with data organized and presented through narrative tables, figures, and narrative discussions.

Findings Associated with Research Question One

The first research question sought to identify the personal characteristics (i.e. sex, ethnicity, location, and years of membership) FFA members participating in the 2013 National FFA Days of Service at the National Safe Place service site. The population of the study was comprised of 79 (54.9%) females and 64 (44.4%) males. Figure 3 illustrates the distribution of participants by sex.

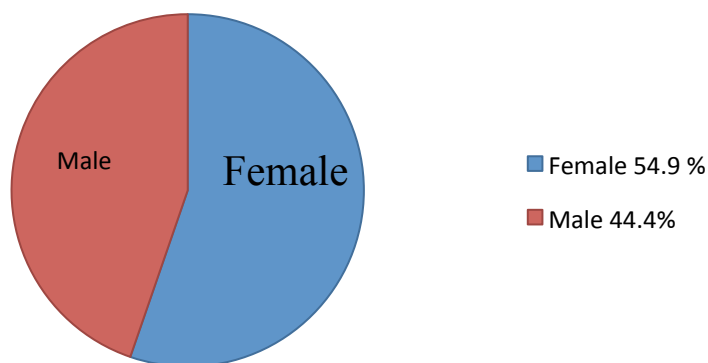


Figure 1. Distribution of participants by sex.

Regarding ethnicity, 142 (98.6%) of the participant's were White (non-Hispanic). The other two (1.4%) FFA members were African American. Table 2 displays the distribution of participants by ethnicity.

Table 2

Frequency of FFA Members Ethnicity

FFA Members' Ethnicity	<i>f</i>	%
African American	2	1.4
White (non-Hispanic)	142	98.6

The third demographic element regarded participants' years of FFA membership. More than half (52.8%; 76) of the participants were first or second year FFA members. Of the remaining participants 23.6% (34) were in their third year of FFA membership, 13.2%(19) were 4th year members, 4.9% (7) were in their fifth year, and 5.6% (8) participants in their sixth year of FFA membership. Table 3 displays data associated with participants' years of membership.

Table 3

Frequency of FFA Members Years of Membership

Years of Membership	<i>f</i>	%
1	31	21.5
2	45	31.3
3	34	23.6
4	19	13.2
5	7	4.9
6	8	5.6

Participants ranged in age from 12 ($f = 1$; 0.7%) to 19 ($f = 1$; 0.7%). More than half of the participants were 15 ($f = 41$; 28.5%) or 16 ($f = 39$; 27.1%) years old. Five participants were 13 years old (3.5%), 22 participants were 14 years old (15.3%), 27 participants were 17 years old (18.8%), and 8 participants were 18 years old (5.6%).

Table 4 displays the distribution of the participants' by age.

Table 4

Frequency of FFA Members Age

Age	<i>F</i>	%
12	1	.7
13	5	3.5
14	22	15.3
15	41	28.5
16	39	27.1
17	27	18.8
18	8	5.6
19	1	.7

Five state FFA associations were represented at the service-learning event. More than one-fourth ($f = 39$; 27.1%) of the participants were from South Dakota, 30 (20.8%) were from Michigan, 23 (16.0%) were from Kentucky, 17 (11.8%) were from Missouri and 12 (8.3%) were from Wisconsin. These data are summarized in Table 5.

Table 5

Frequency of FFA Members Home State

Home State	<i>f</i>	%
South Dakota	39	27.1
Michigan	30	20.8
Indiana	23	16
Kentucky	23	16
Missouri	17	11.8
Wisconsin	12	8.3

Findings Associated with Research Question Two

The second research question was designed to capture the level of interest of participating members at the 2013 National FFA Days of Service. Responses ranged from Strongly Disagree to Strongly Agree for each of the eight items forming the construct. Seven of the eight items had a mode of 7, indicating respondents strongly agreed with the statement. The remaining item, “I would describe this activity as very fun,” had a modal response of 6, indicating respondents agreed with the statement. Analysis of the interest construct yielded a mean of 5.40, indicating participants slightly agreed that participating in the activity was interesting.

When asked to reflect on their enjoyment of the service-learning activity through the statement, “This activity was fun to do” 41% of participants ($f = 59$) *Strongly Agreed*, while 38.2% ($f = 55$) either *Agreed* or *Somewhat Agreed*. Only 20 participants (13.8%) responded with *Strongly Disagree* or *Disagree*.

Over 40% of the participants ($f = 58$) Strongly Agreed that, “I felt like I was enjoying this activity while doing it.” Similarly, more than 37% of participants either

Agreed or Somewhat Agreed with the statement, while 17 (11.8%) participants chose Strongly Disagree, Disagree, or Somewhat Disagree.

Participants were asked to indicate their agreement with the statement, “I enjoyed this activity very much.” More than 79% ($f = 114$) of the FFA members responded with Somewhat Agree, Agree, or Strongly Agree. Twenty (13.9%) participants marked Neutral/Undecided and nine (7.0%) responded with one of the choices indicating disagreement with the statement.

Ninety-three participants (64.6%) selected Strongly Disagreed, Disagreed, or Somewhat Disagreed on the reversely coded statement, “I thought this activity was boring.” However, one-quarter of the participants ($f = 37\%$) chose Strongly Agreed, Agreed, or Slightly Agreed, while 9.7% ($f = 14$) were undecided on this statement.

Strongly Agree ($f = 48$, 33.3%) was the most popular response for the item, “I would describe this activity as very enjoyable.” While, Undecided/Neutral was selected by 25 participants (17.4%) and 11 ($f = 16$) participants selected Strongly Disagree, Disagree, or Somewhat Disagree for the item.

Upon reflection, over 70% of participants ($f = 106$) specified, “While doing this activity, I was thinking about how much I enjoyed it” by selecting Somewhat Agree, Agree, or Strongly Agree. It is important to note that 25 participants (17.4%) were Undecided/Neutral on this item, while only 16% ($f = 23$) selected Strongly Disagree, Disagree, or Somewhat Disagree.

Nearly 80% ($f = 112$) of participants, “Thought this was an interesting activity” by indicating they Strongly Agreed, Agreed, or Somewhat Agreed. As such, only 20% of

participants ($f = 30$) Strongly Disagreed, Disagreed, Somewhat Disagreed or were Undecided/Neutral.

This biggest discrepancy in the interest construct appeared in the item, “I would describe this activity as very fun.” Thirty-seven (25.7%) participants Agreed with the statement; however, 17.4% ($f = 25$) selected either Strongly Disagree, Disagree, or Somewhat Disagree. Table 6 emphasizes the frequency of the model responses connected to the interest construct.

Table 6

Frequency of Modal Responses on Interest Construct (N=144)

Item	1		2		3		4		5		6		7		No Response	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
This activity was fun to do.	10	6.9	0	0	10	6.9	9	6.3	25	17.4	30	20.8	59	41.0	1	.7
I felt like I was enjoying this activity while doing it.	10	6.9	4	2.8	3	2.1	12	8.3	21	14.6	35	24.3	58	40.3	1	.7
I enjoyed doing this activity very much.	5	3.5	3	2.1	2	1.4	20	13.9	31	21.5	28	19.4	55	38.2	0	0
I thought this was a boring activity.	55	38.2	27	18.8	11	7.6	14	9.7	10	6.9	11	7.6	16	11.1	0	0
I would describe this activity as very enjoyable.	8	5.6	3	2.1	5	3.5	25	17.4	24	16.7	31	21.5	48	33.3	0	0
While doing this, I was thinking about how much I enjoyed it.	5	3.5	6	4.2	12	8.3	14	9.7	28	19.4	26	18.1	52	36.1	1	.7
I thought this was an interesting activity	6	4.2	2	1.4	5	3.5	17	11.8	29	20.1	40	27.8	43	29.9	1	.7
I would describe this activity as very fun.	10	6.9	6	4.2	9	6.3	24	16.7	22	15.3	37	25.7	36	25.0	0	0

Note. 1=Strongly Disagree; 2=Disagree; 3=Somewhat Disagree; 4=Undecided/Neutral; 5=Somewhat Agree; 6=Agree; 7=Strongly Agree

Findings Associated with Research Question Three

The third research question sought to understand participants' sense of perceived towards the 2013 National FFA Days of Service. Statistical analysis found a mean score of 5.35 of the value construct on the IMI. To better understand participant's level of interest, modal responses for each item of the construct were tabulated.

When participants were asked their perceptions regarding the item, "I think this an important activity" they overwhelming Strongly Agreed, Agreed, or Slightly Agreed ($f = 120$, 83.3%). Only 7% of participants ($f = 11$) marked Strongly Disagree, Disagree, or Somewhat Disagree on the item.

Over 50% of participants ($f = 73$) Strongly Agreed that, "I believe this activity could have some value." Also, more than 30% of participants either Agreed or Somewhat Agreed with the statement, while 11 participants (7.7%) Strongly Disagreed, Disagreed, or Somewhat Disagreed.

When asked their opinion on the service-learning activity on the topic of, "This improves concentration" 45% of participant's ($f = 73$) Strongly Agreed while 34% ($f = 49$) Agreed or Somewhat Agreed. Fourteen participants (9.7%) were Undecided/Neutral on the item, and 11.2% marked one the statements denoting disagreement.

After the service-learning experience, 45% ($f = 65$) of participants indicated, "I am willing to do this again, because it's useful" when they selected Strongly Agree. Agree ($f = 32$, 22%) and Somewhat Agree ($f = 17$, 11%) were also popular choices for the item. Over 12% ($f = 18$) of participants selected Undecided/Neutral on item, while 13 participants (10.1%) chose one of the items of disagreement.

Participants were asked to mark their level of agreement with the statement, "I will do this activity again because it has value." Seventy percent ($f = 102$) chose either

Strongly Agree, Agree, Somewhat Agree. Twenty-five (17.4%) selected Undecided/Neutral and 17 ($f=25$) chose one of the responses indicating disagreement.

After reflecting on the activity, nearly 80% ($f=114$) of participants specified, “This activity is important for my improvement” by selecting Somewhat Agree, Agree, or Strongly Agree. Eleven percent ($f=16$) were Undecided/Neutral. Meanwhile, four (2.8%) participants Strongly Disagreed, three (2.1%) participants Disagreed, and six (4%) Somewhat Disagreed.

Strongly Agree ($f=50$, 34.7%) was the most popular response for the item, “This activity could be beneficial.” Agree ($f=38$, 26.4) and Somewhat Agree ($f=20$, 13.9%) also received a considerable selections. However, the popularity of Undecided/Neutral ($f=22$, 15.3%) among participants should also be noted. The remaining 14 participants (9.8%) selected Somewhat Disagree, Disagree, or Strongly Disagree.

The reversely coded item, “This could not improve my study habits” was the largest source of divergence in the construct. The response, Strongly Disagree ($f=41$, 28.5%) was selected most frequently, followed by Undecided/Neutral ($f=36$, 25%) and Strongly Agree ($f=19$, 13.2). Disagree ($f=15$, 10.4%), Somewhat Agree ($f=13$, 9%), and Somewhat Disagree ($f=11$, 7.6%) also received considerable selections.

Eighty (55.6%) participants selected Strongly Agree, Agree, or Slightly Agree on the item, “This activity could help me in school.” However, nearly one-fourth of the participants (22.2%) were Undecided/Neutral on the item, while the remaining participants ($f=30$, 20.8%) chose one of the items of disagreement. Table 7 outlines the frequency of the model responses connected to the value construct.

Table 7

Frequency of Modal Responses on Value Construct (N=144)

Item	1		2		3		4		5		6		7		No Response	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I think this is an important activity.	7	4.9	1	.7	3	2.1	12	8	16	11.1	29	20.1	75	52.1	1	0.7
I believe this activity could have value.	6	4.2	3	2.1	2	1.4	14	9.7	12	8.3	34	23.6	73	50.7	0	0
This improves concentration.	7	4.9	4	2.8	5	3.5	14	9.7	17	11.8	32	22.2	65	45.1	0	0
I am willing to do this again, it's useful.	9	6.3	1	1.7	3	2.1	18	12.5	19	13.2	29	20.1	65	45.1	0	0
I will do this again because it has value.	8	5.6	4	2.8	5	3.5	25	17.4	12	8.3	27	18.8	63	43.8	0	0
This activity is important for my improvement.	4	2.8	3	2.1	6	4	16	11.1	25	17.4	26	18.1	63	43.8	0	0
This activity could be beneficial.	7	4.9	3	2.1	4	2.8	22	15.3	20	13.9	38	26.4	50	34.7	0	0
This could not improve study habits.	41	28.5	15	10.4	11	7.6	36	25	13	9.0	8	5.6	19	13.2	1	0.7
This activity could help me in school.	9	6.3	11	7.6	10	6.9	32	22.2	20	13.9	22	15.3	38	26.4	2	1.4

Note. 1=Strongly Disagree; 2=Disagree; 3=Somewhat Disagree; 4=Undecided/Neutral; 5=Somewhat Agree; 6=Agree; 7=Strongly Agree

Findings Associated with Research Question Four

The fourth research question was designed to determine the level of perceived choice participants had at the 2013 National FFA Days of Service. Analysis of the perceived choice construct on the IMI revealed a mean score of 4.24. Therefore, the construct had the largest inconsistency in terms of responses. Modal responses for each item were tabulated to deliver a holistic presentation of the construct.

More than 60% ($f=91$) of participants indicated their views conflicted with the statement, “I did this activity because I had to” when they chose Strongly Disagree, Disagree, or Somewhat Disagree. Although, 31 participants (21.5%) were Undecided/Neutral concerning the item, over 15% ($f=17$) indicated some form of agreement.

After being asked to consider the item, “I felt like it was not my own choice to participate” Undecided/Neutral ($f=40$, 27.8%) was the most popular response. Forty-two percent of participants ($f=58$) marked an item of disagreement; however, nearly 30% ($f=42$) suggested they agreed with the statement.

Strongly Disagree ($f=40$, 27.8%) and Neutral/Undecided ($f=28$, 19.4%) surfaced as the most commonly selected response to the item, “While doing this activity, I felt like I had no choice.” Although, Slightly Agree ($f=20$, 13.9%), Disagree ($f=16$, 11.1%), Strongly Agree ($f=16$, 11.1%), and Slightly Disagree ($f=11$, 7.6%) all received considerable selections, as well.

Thirty-eight participants ($f=26.4\%$) were Undecided/Neutral on the reversely coded item, “I felt like I had to do this activity.” However, over 40% of participants ($f=61$) indicated their opinions deviated with the statement by marking Somewhat Disagree, Disagree, or Strongly Disagree. Support for the statement was indicated by

36% ($f=45$) of participants through selecting Somewhat Agreed, Agreed, or Strongly Agree.

Participants suggested they were largely Undecided/Neutral ($f= 38$, 26.4%) on the item, “I believe I had some choice about this activity” Fifty-eight participants (41.7%) demonstrated opposition to the statement by selecting Somewhat Disagree, Disagree, or Strongly Disagree. Yet, over 30% ($f=45$) of participants chose Somewhat Agree, Agree, or Strongly Agree.

Over 20% of participants ($f=33$) Strongly Disagree with the statement, “I really did not have a choice about this activity.” However, it should be noted that over 40% of participants ($f=60$) indicated a statement of agreement. Undecided/Neutral ($f=30$, 20.8%) also received a considerable amount of selections.

Participants largely Agreed ($f=32$, 22.2%) with the statement, “I had some choice about this activity.” Moreover, Somewhat Agree ($f=29$, 20.1%) and Strongly Agree ($f=27$, 18.8%) were also frequently selected. Though 20% of participants indicated they were Undecided/Neutral, only 27 (18.8%) did not concur with the item.

When asked to respond to the item, “I did this because I wanted to” participants were largely Undecided/Neutral ($f=32$, 22.2%). However, over 45% ($f= 64$) of participants indicated they disagreed with the statement by marking Somewhat Disagree, Disagree, or Strongly Disagree. Yet, forty-seven participants (32.7%) specified they were in agreement. Table 8 showcases the frequency of modal responses connected to the perceived choice construct. Table 9 displays the means and standard deviations for each construct.

Table 8

Frequency of Modal Responses on Perceived Choice Construct (N=144)

Item	1		2		3		4		5		6		7		No Response	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I did this activity because I had to.	42	29.2	24	16.7	25	17.4	31	21.5	3	2.1	4	2.8	15	10.4	0	0
I felt like it was not my own choice	27	18.8	22	15.3	13	9.0	40	27.8	14	9.7	12	8.3	16	11.1	0	0
While doing this activity, I felt like I had no choice.	40	27.8	16	11.1	11	7.6	28	19.4	20	13.9	13	9	16	11.1	0	0
I felt like I had to do this activity.	32	22.2	14	9.7	15	10.4	38	26.4	18	12.5	11	7.6	16	11.1	0	0
I believe I had some choice about doing this activity	23	16	18	12.5	19	13.2	38	26.4	9	6.3	10	6.9	26	18.1	1	.7
I really did not have a choice about this activity.	33	22.9	11	7.6	10	6.8	30	20.8	20	13.9	15	10.4	25	17.4	0	0
I had some choice about this activity.	10	6.9	8	5.6	9	6.3	29	20.1	29	20.1	32	22.2	27	18.8	0	0
I did this activity because I wanted.	25	17.4	15	10.4	24	16.7	32	22.2	6	4.2	17	11.8	24	16.7	1	.7

Note. 1=Strongly Disagree; 2=Disagree; 3=Somewhat Disagree; 4=Undecided/Neutral; 5=Somewhat Agree; 6=Agree; 7=Strongly Agree

Table 9

Post-Experience Construct Means

Mean Construct Scores	<i>M</i>	<i>SD</i>
Interest	5.40	1.34
Value	5.35	1.20
Perceived Choice	4.24	.95

Findings Associated with Research Question Five

The fifth research question sought to investigate relationships between selected characteristics and the three constructs of the instrument that was utilized at the 2013 National FFA Days of Service. The following section is a narrative of this statistical analysis.

A very strong correlation ($r = .79$) was found between FFA member's value of service-learning and their interest in the 2013 National FFA Days of Service. A slight correlation ($r = .26$) was found between FFA members' value of service-learning and their and their perceived choice in participating in the 2013 National FFA Days of Service. However, years of membership ($r = .17$), and age ($r = .12$) resulted in no significant correlations (Davis, 1971).

The value variable had a very strong correlation ($r = .79$) with FFA member's interest in service-learning at the 2013 National FFA Days of Service (Davis, 1971). Value also had a slight correlation with perceived choice ($r = .28$) (Davis, 1971). However, years of membership ($r = .06$), and age ($r = .05$) had no significant correlations (Davis, 1971).

The perceived choice variable has slight correlations with participants' interest ($r = .26$) and value ($r = .28$) of service-learning (Davis, 1971). Though analyzing years of membership ($r = .12$) and age ($r = .06$) resulted in no significant correlations (Davis, 1971).

Demographic variables were also taken into account. Years of membership had a strong correlation ($r = .72$) between age (Davis, 1971). Conversely, no significant correlations existed between years of membership and interest ($r = .17$), value ($r = .06$), or perceived choice ($r = .12$), (Davis, 1971). The age variable had a high correlation with years of membership ($r = .72$). However, no significant correlations existed between age and interest ($r = .12$), value ($r = .05$), or perceived choice ($r = .06$). Table 10 provides the correlation coefficients and statistical significance between each of the variables.

Table 10

Interrelations between Interest, Value, Perceived Choice, Years of Membership, and Age (N=144)

Item	1	2	3	4	5
1. Interest	-				
2. Value	.79*	-			
3. Perceived Choice	.26	.28	-		
4. Years of Membership	.17	.06	.12	-	
5. Age	.12	.05	.06	.72*	-

* $p < .01$

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, AND DISCUSSION FOR PRACTICE

Introduction

The following chapter summarizes the study and presents conclusions, implications, recommendations, and discussion for future practice that can be drawn from the study's findings.

Purpose

The intent of this study was to understand the perceptions FFA member's regarding service-learning after participation in the National FFA Days of Service. Deci and Ryan's (1984) Self-Determination Theory framed the investigation into how FFA member's level of interest, usefulness, and perceived level of choice affected their attitude toward service-learning at the 2013 National FFA Days of Service.

Research Questions

Deci and Ryan's (1985) Self-Determination Theory was used to frame the following research questions:

1. What are the personal characteristics (sex, ethnicity, location, and years of membership) of FFA members who participated in the 2013 National FFA Days of Service?

2. Did FFA members have an interest in participating in the 2013 National FFA Days of Service?
3. Did FFA members who participated in the 2013 National FFA Days of Service value the experience?
4. Did FFA member perceive they had a choice to participate in 2013 National FFA Days of Service?
5. What are the relationships between FFA members' level of interest, value, and perceived choice and selected student characteristics?

Summary of the Study's Findings Including Conclusions, Implications and Recommendations

Research Question One

The first research question was designed to depict the personal characteristics (sex, ethnicity, location, and years of membership) of FFA members participating in the 2013 National FFA Days of Service. In all, the population was composed of 79 females (54.9%) and 64 males (44.4). Participating members were overwhelmingly White non-Hispanic with 142 FFA members (98.6%) self-identifying within this ethnic category and two members (1.4%) self-identifying as African American. In terms of years of FFA membership, 31 members (21.5%) were first year members; 45 members (31.3%) were second year members; 34 members (23.6%) were third year members; 19 members (13.2%) were fourth year members; 7 members (4.9%) were fifth year members; and eight members (5.6%) were sixth year members. The age of the participants ranged from

12 to 19 years old. Specifically, one member (.7%) was 12 years old; five members (3.5%) were 13 years old; 22 members (15.3%) were 14 years old; 41 members (28.5%) were 15 years old; 39 members (27.1%) were 16 years old; 27 members (18.8%) were 17 years old; 8 members (5.6%) were 18 years old; and one member (.7%) was 19 years old. The participating FFA members represented six different states. In particular, 39 members (27.1%) were from South Dakota; 30 members (20.8%) were from Michigan; 23 members (16%) were from Indiana; 23 members (16%) were from Kentucky; 17 members (11.8%) were from Missouri; and 12 members (8.3%) were from Wisconsin.

With these personal characteristics in mind, it can be concluded the typical participating FFA member was a 15 year old, white female from the Midwest who is in her second year of membership.

A compelling finding emanating from the data is nearly all of the participants self-identified as White non-Caucasian. Why is there such a lack of racial and ethnic diversity among participants in this particular FFA program? The current literature on this topic argues that agricultural education and the National FFA Organization are in fact *not* meeting students from ethnically diverse cultures interests or needs (Hoover & Scanlon, 1991; LaVergne et al., 2011; Roberts et al., 2009). This conclusion also elucidates a chasm with Deci and Ryan's (1985, 2000, 2001a, 2000b, 2002, 2008) SDT in terms of *relatedness*. For example, Deci and Ryan (1985, 2000, 2001a, 2000b, 2002, 2008) strongly recommend individuals have the opportunity to bond and make a connection to their prior experiences to become intrinsically motivated. As such, National FFA Organization perhaps could consider taking measures to ensure diverse students are embraced and welcomed at these events. For example, a service-learning project could be

developed and promoted through the National FFA Days of Service that centers on assisting individuals from ethnically diverse populations.

This conclusion also stresses the need for additional research to understand better why non-White students are not participating in the National FFA Days of Service. To understand the essence of this phenomenon, qualitative research methods could be employed to answer the following research questions:

1. What are the lived experiences of ethnically diverse students through participation in National FFA Days of Service?
2. What is the essence surrounding ethnically diverse students' choice to participate in the National FFA Days of Service?

This research could yield powerful implications. For instance, if a better understanding is obtained concerning ethnically diverse students lived experiences and factors surrounding their choice to participate in the National FFA Days of Service, attempts could be made to tailor the program to attract more participation from these types of FFA members and promote a sense of relatedness for ethnically diverse members (Deci & Ryan, 1985, 2000, 2001a, 2000b, 2002, 2008, 2010). Furthermore, this information could provide invaluable information to FFA advisors as they seek to engage students from all walks of life into their programs. As a result, these measures might assist in boosting participation from ethnically diverse students in programs such as the National FFA Days of Service.

Research Question Two

The second research question addressed FFA members' level of interest in participating in the 2013 National FFA Days of Service. The mean score for the interest

construct was 5.40 with a standard deviation of 1.34. However, it should be noted that seven of the eight items within the interest construct reported modal responses of Strongly Agree. The other item, “I would describe this activity as very fun” yielded a modal response of Agree. To understand the impact each item had on the construct’s mean score, each will be presented and discussed independently.

Participants Strongly Agreed ($f=59$, 41%) that “This activity was fun to do.” Similarly, when asked to respond to the items, “I felt like I was enjoying this activity while doing it” ($f= 58$, 40.3%) and “I enjoyed doing this activity very much” ($f= 55$, 38.2%) participants most frequently suggested they Strongly Agreed. On the reversely coded statement, “I thought this activity was boring” participant’s most common response was Strongly Agree ($f=55$, 38.2%). When asked their perceptions on the items, “I would describe this activity as very enjoyable” ($f=48$, 33.3%) and “While doing this, I was thinking about how much I enjoyed it” ($f=52$, 36.1%) they most frequently indicated they Strongly Agreed. On the statement, “I thought this was an interesting activity” ($f=43$, 29.9%) the participants indicated they Strongly Agreed. Finally, on the item “I would describe the activity as very fun” ($f=37$, 25.7%) the participant’s most frequent response was Agree. Table 11 provides of summary for each item of the interest construct.

Table 11

Summary of Modal Responses on Interest Construct (N=144)

Item	Min.	Max.	Mode	Modal %
This activity was fun to do.	1	7	7	41
I felt like I was enjoying this activity while doing it.	1	7	7	40.3
I enjoyed doing this activity very much.	1	7	7	38.2
I thought this was a boring activity.	1	7	1	38.2
While doing this, I was thinking about how much I enjoyed it.	1	7	7	36.1
I would describe this activity as very enjoyable.	1	7	7	33.3
I thought this was an interesting activity.	1	7	7	29.9
I would describe this activity as very fun.	1	7	6	25.7

Note: 1=Strongly Disagree; 6=Agree; 7=Strongly Agree

Based on the findings it can be concluded that FFA members exhibited an interest in participating in activities associated with National FFA Days of Service. Deci and Ryan (2000, 2002) surmised individuals seek to fulfill a desire for *competence* in the activities in which they partake and that's one's sense of interest can ultimately influence. Therefore, this finding clearly aligns with the foundational basis of SDT.

The finding is also consistent with the current literature concerning agriculture students' interest in service-learning activities. When examining student pride through service-learning, Hess (2001) surmised that agricultural education students' interest and desire to learn was piqued through service-learning because they were better able to understand how their course work connected to the "big picture" (p. 10). In an attempt to sell service-learning as a viable method of instruction, service-learning has been

marketed to agricultural educators as interesting, intense, and dynamic pedagogy that far exceeds lecture-based instruction (Mattingly & Morgan, 2001). Meanwhile, Davis and Scott (2001) narrated a service-learning experience from the perspective of a student in which they were continuously engrossed in the problem-based learning objectives engrained within the service-learning experience.

Research Question Three

The third research question examined the level of value that FFA members placed on participation on 2013 National FFA Days of Service. The mean of the value construct was 5.35 with a standard deviation of 1.20. Of the items evaluated on the value construct, eight exhibited modal responses of Strongly Agree. One item, “This activity could improve my study habits,” yielded a modal response of Strongly Disagree (23.5%). To give a holistic view of the influence each statement had upon the construct, each item will be addressed individually.

When asked to respond to the items, “I think this is an important activity” ($f=75$, 52.1%) and “I believe this activity could have some value” ($f=73$, 50.7%) participant’s most common response was Strongly Agree. Strongly Agree ($f=65$, 45.1%) was also the most frequent response to the statement, “This improves concentration.” When reflecting on their service-learning experience through the statements “I am willing to do this again, it’s useful” ($f=65$, 45.1) and “I will do this again because it has value” ($f=63$, 43.8%) participants indicated they Strongly Agreed. On the statement, “This activity is important for my improvement” ($f=63$, 43.8) the most common response was Strongly Agree. Similarly, on the item, “This activity could be beneficial” ($f=50$, 34.7%) participants marked Strongly Agree most frequently. However, participants Strongly Disagreed ($f=41$,

28.5%) with the statement, “This could not improve study habits” ($f=41$, 28.5%) but Strongly Agreed ($f=38$, 26.4%) that “This activity could help me in school.” Table 12 provides a summary of the major findings emanating from the value construct.

Table 12

Summary of Modal Responses on Value Construct (N=144)

Item	Min.	Max.	Mode	Modal %
I think this is an important activity.	1	7	7	52.1
I believe this activity could have some value.	1	7	7	50.7
This improves concentration.	1	7	7	45.1
I am willing to do this again, it’s useful.	1	7	7	45.1
I am willing to do this again because it has value.	1	7	1	43.8
This activity is important for my improvement.	1	7	7	43.8
This activity could be beneficial.	1	7	7	34.7
This could not improve study habits.	1	7	1	28.5
This activity could help me in school.	1	7	7	26.4

Note. 1=Strongly Disagree; 7=Strongly Agree

Data associated with this research question lead to the conclusion that FFA members who participate in the National FFA Day of service value their service-learning experience. In fact, modal responses for eight of the nine items associated with this construct were Strongly Agree. The National FFA Organization’s motto states members should be “. . . living to serve” (National FFA Organization, 2013, p. 8); therefore, having members acquire a *heart of service* is an imperative foundational tenet for FFA members. Results from this study suggest that the National FFA Days of Service is a

valued occasion that empowers FFA members to uphold the customs promoted in the FFA Motto. This finding is consistent with the existing literature pertaining to service-learning in the context of agricultural education (Barkley, 1999; Connors, 1992; Davis, 2001; Hess, 2001; Mattingly & Morgan, 2001; Webster & Hoover, 2010; Woods, 2002a, 2002b, 2002c, 2002d, 2004).

Deci and Ryan (2008) posited that individuals should have opportunities to master concepts, or exhibit *competence*, to reach a high degree of intrinsic motivation. It is clear that students perceived they developed competence in terms of understanding how to “. . . liv[e] to serve” (National FFA Organization, 2013, p. 8) at 2013 National FFA Days of Service. Since the integration of academic content into the context of real-world issues remains a central tenant of the service-learning pedagogy (Bringle & Hatcher, 1995; Franta, 1994; Nachtrieb & Vore, 1999), the infusion of FFA member’s ability to procure competence development through the service-learning activity further encourages the promotion of intrinsic motivation (Deci & Ryan, 2008).

Research Question Four

Research question four examined the level of choice FFA members perceived they had when deciding to participate in the 2013 National FFA Days of Service. The mean score for the perceived choice construct was a 4.24 with standard deviation of .95. This construct had the most discrepancy among each item of the instrument’s three constructs. Four items were selected as Undecided/Neutral; two were selected as Strongly Agree; one was selected as Agree; and one item was selected as Strongly Disagree. The succeeding paragraph will chronicle how each item influenced the mean score of the construct.

Strongly Disagree ($f=42$, 29.2%) was the most frequent response to the item “I did this activity because I had to.” On the statement, “I felt like it was not my own choice” participants were largely Undecided/Neutral ($f=40$, 27.8%), but when asked, “While doing this activity I felt like I had no choice” participants Strongly Disagreed ($f=40$, 27.8%). Participants were Undecided/Neutral when asked, “I felt like I had to do this activity” ($f=38$, 26.4%) and “While doing this activity I felt like I had no choice” ($f=38$, 26.4%). On the reversely coded statement, “I really did not have a choice about this activity” ($f=33$, 22.9%) participants Strongly Disagreed. Varied responses were also recorded for the items, “I had some choice about this activity” in which Agree ($f=32$, 22.2%) was most frequently selected choice and “I did this activity because I wanted to” where participants indicated they were Undecided/Neutral ($f=32$, 22.2%). Table 13 overviews each item’s impact on the perceived choice construct.

Table 13

Summary of Modal Responses on Perceived Choice Construct (N=144)

Item	Min	Max.	Mode	Modal %
I did this activity because I had to.	1	7	1	29.2
I felt like it was not my own choice.	1	7	4	27.8
While doing this activity, I felt like I had no choice.	1	7	4	22.2
I felt like I had to do this activity.	1	7	4	26.4
While doing this activity, I felt like I had no choice.	1	7	4	26.4
I really did not have a choice about this activity.	1	7	1	22.9
I had some choice about this activity.	1	7	6	22.2
I did this activity because I wanted to	1	7	4	22.2

Note. 1=Strongly Disagree; 4=Undecided/Neutral; 6= Agree; 7=Strongly Agree

Data associated with this objective lead to the conclusion that FFA members had varied views of their choice to participate in the 2013 National FFA Days of Service. In fact, this construct had more variability than both of the other two. This lack of decision, led to the conclusion that members could need more independence regarding their choice to participate. This concept easily connects to autonomy component of SDT (Deci & Ryan, 1985, 2000). Deci and Ryan (2000) postulated a lack of autonomy can reduce an individual's intrinsic motivation, as well as, generate negative feelings towards tasks. Furthermore, it is well documented within the literature that having an individual's perceived choice to participate can directly affect an individual's overall perception of the activity (Deci, Koestner, & Ryan, 1999; Reeve, Nix, & Hamm, 2003; Ryan, Koestner, & Deci, 1991). With these sentiments in mind, it might be of value for the National FFA Organization to modify the strategies concerning recruitment and registration for the National FFA Days of Service. For example, FFA members could be given more buy-in regarding what service-learning activities in which they want to participate. Perhaps an online poll could be made available through the National FFA Organization's website that allows students to vote on possible service-based opportunities. This change would empower FFA members to identify which service-learning activities they find most meaningful and interesting. This could provide students with an opportunity to sign-up for the experience they initially helped select, promoting a sense of perceived choice.

Research Question Five

The fifth research question assessed the relationships between interest, value, perceived choice, years of membership, and age. Analysis of these data revealed the magnitude of correlations contrasted from negligible to very strong (Davis, 1971). For

example, the interest construct had a very strong correlation with value construct ($r = .79$). This relationship was deemed significant at $p < .01$ (Davis, 1971). The interest and value construct did not significantly correlate with any of the other relationships evaluated. The perceived choice construct also had a slight correlation with the interest construct ($r = .26$) and value construct ($r = .28$).

It can be deduced from the outcomes of the fifth research question that more interested FFA members are participating in the National FFA Day of Service the more valuable they will find in the event. The third construct, perceived choice, showed slight correlations to the other two constructs; therefore, members' level of choice can slightly influence their interest and value, as well. Therefore, a major conclusion that can be drawn from the analysis of this data suggests that FFA members' interest and value is a substantial positive predictor for FFA members' level of intrinsic motivation controlling for students' personal characteristics of years of membership and age.

Implications for the findings of research question five stretches far beyond the National FFA Days of Service; if the National FFA Organization can develop service-based opportunities that incorporate a high degree of interest and value, students might be intrinsically motivated to partake in service-based events in the future. Furthermore, additional research is needed that focuses specifically upon the perceived choice of participants. For instance, perceived choice best-predicted future intent to participate in sample of physical education students (Ntoumanis, 2001). Therefore, these findings could not only serve as the keystone to understanding what best motivates FFA members to choose to participate in service-based learning opportunity but also aid in learning how to inspire members to get involved with other service-learning experiences in the future.

Discussion

Results from this study suggest FFA members were largely intrinsically motivated to participate in the 2013 National FFA Days of Service. However, augmenting the service-learning experience could present several unique benefits for participants. The researcher seeks to cajole discussion regarding the alignment of service-learning opportunities at the National FFA Days of Service with the five major stages of authentic service-learning: investigation, preparation, action, reflection, and demonstration (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). Through personal observation during the data collection process, the researcher noted that three of the five components – investigation, preparation, and reflection– were not integrated into students’ experience. Additionally, it was observed that attempts by the National FFA Organization were not made to connect agricultural education curriculum to the service project at the National Safe Place site. Perhaps the National FFA Organization should consider delivering the service-learning activity more purposefully so a more robust *learning* experience could be achieved.

Scholars and practitioners alike have endorsed the use of service-learning as a natural enrichment to the experiential-grounded doctrine of agricultural education (Barkley, 1999; Connors, 1992; Davis, 2001; Hess, 2001; Mattingly & Morgan, 2001; Slavkin & Sebastian, 2013; Webster & Hoover, 2010; Woods, 2002a, 2002b, 2002c, 2002d, 2004). However, confusion persists on how to deliver a service-learning experience that motivates students to apply the skills procured through their agricultural education courses in a contextual service-based learning experience (Connors, 1992; Woods, 2002a, 2002b). The abovementioned observations suggest the service-learning

activities FFA members experience through the National FFA Days of Service could be adding to this confusion.

Could purposeful interventions of intrinsic motivation factors assist SBAE instructors in delivering solution to this problem? Results and observations from this study suggest the infusion of Deci and Ryan's (1985, 2000, 2001a, 2001b, 2002, 2008, 2009) three components of SDT– competence, relatedness, and autonomy– into service-learning activities *might*, in fact, yield an intrinsically motivated service-learning experience for agricultural education students.

To that end, the researcher puts forth the Intrinsic Service-Learning Model (see Figure 2) to provide SBAE and the National FFA Organization with a framework to operationalize this concept. The model integrates conceptualizations from Deci and Ryan's SDT (1985, 2000, 2001a, 2001b, 2002, 2008, 2010) with the five stages of authentic service-learning (Glickman & Thompson, 2011; Haines, 2010; Kaye, 2004; Lake & Jones, 2008; Smith et al., 2011). Through coalescing the two theories, the Intrinsic Service-Learning Model *might* catalyze intrinsic motivation in FFA members and agricultural education students' throughout their service-learning experience(s).

The Intrinsic Service-Learning Model presents autonomy, competence, and relatedness, the three major tenets of SDT, as a support structure for FFA members as they experience the five-stages of authentic service-learning. As such, practitioners could simultaneously or independently use autonomy, competence, and relatedness as an intervention tactic so a sense of intrinsic motivation can be maintained as students move through the five steps of authentic service-learning. The culmination of this process is the attainment of an intrinsic service-learning experience for each student.

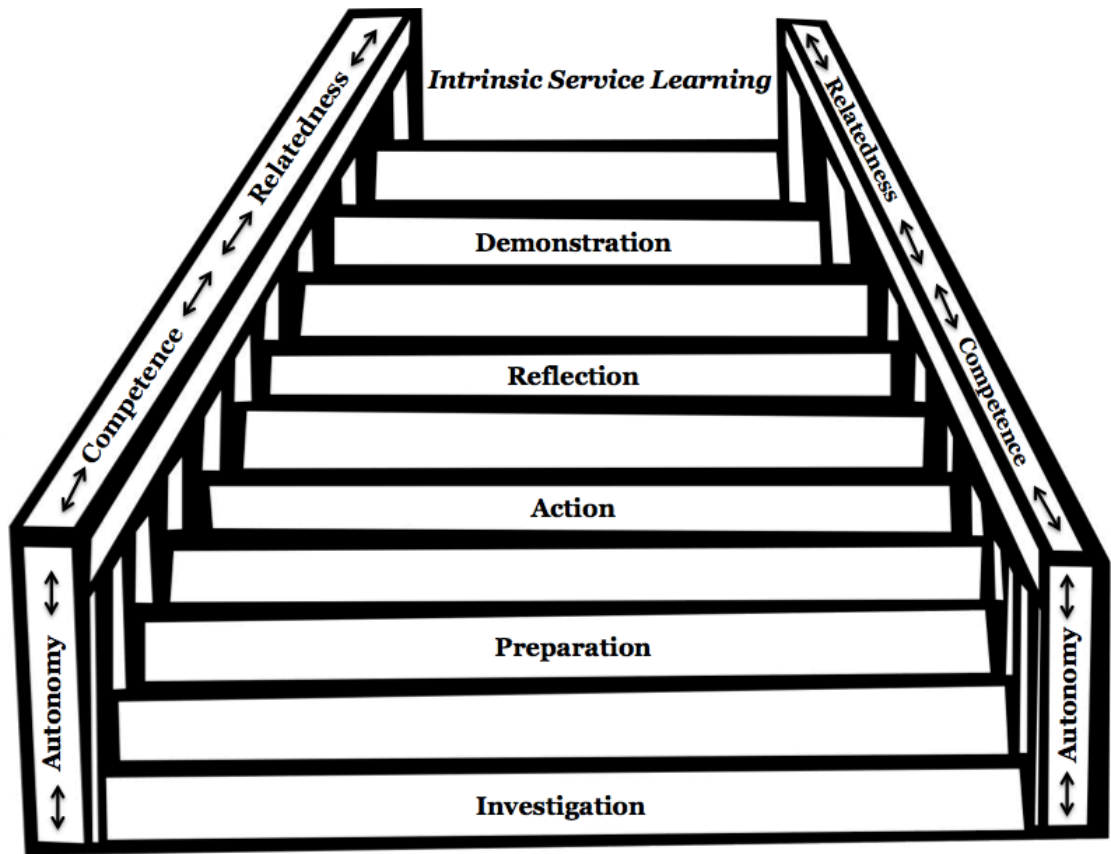


Figure 2. Intrinsic service-learning model.

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APPENDICES

IRB

Oklahoma State University Institutional Review Board

Date: Monday, October 28, 2013
IRB Application No AG1349
Proposal Title: Serving to Learn: Motivations Behing FFA Members Participation in Service-Learning at the 2013 National FFA Days of Service
Reviewed and Processed as: Expedited
Status Recommended by Reviewer(s): Approved Protocol Expires: 10/27/2014

Principal Investigator(s):
Frank Richard Roberts Robert Terry
459 Ag Hall 458 Ag Hall
Stillwater, OK 74078 Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☒ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI, advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,


Shelia Kennison, Chair
Institutional Review Board

HANDWRITTEN FORMS WILL NOT BE ACCEPTED
APPLICATION MUST BE SINGLE SIDED - DO NOT STAPLE

REC'D URC
OCT 17 2013

APPLICATION FOR REVIEW OF HUMAN SUBJECTS RESEARCH

SUBMITTED TO THE
OKLAHOMA STATE UNIVERSITY INSTITUTIONAL REVIEW BOARD
Pursuant to 45 CFR 46



Title of Project: Serving to Learn: Motivations Behind FFA Members Participation in Service-Learning at the 2013 National FFA Days of Service

Is the Project externally funded? ☐ Yes ☒ No If yes, complete the following: ☐ Private ☐ State ☐ Federal

Agency: Grant No: OSU Routing No:

Type of Review Requested: ☒ Exempt ☐ Expedited ☐ Full Board

Principal Investigator(s): I acknowledge that this represents an accurate and complete description of my research. If there are additional PIs, provide information on the Additional PIs continuation page form located on the IRB website.

Frank Richard "Richie" Roberts
Name of Primary PI (typed)

Signature of PI

10/17/2013
Date

Agricultural Education
Department

CASNR
College

459 Ag Hall Stillwater, OK 74078
PI's Address

580 (239) 0635
Phone

richie.roberts@okstate.edu
E-Mail

Required IRB Training Complete: ☒ Yes ☐ No
(Training must be completed before application can be reviewed)

Name of Co-PI (typed)

Signature of Co-PI

Date

Department

College

Co-PI's Address

Phone

E-Mail

Required IRB Training Complete: ☐ Yes ☐ No
(Training must be completed before application can be reviewed)

Advisor (complete if PI is a student): I agree to provide the proper surveillance of this project to ensure that the rights and welfare of the human subjects are properly protected.

Robert Terry, Jr.
Advisor's Name (typed)

Signature of Advisor

10/17/2013
Date

Agricultural Education
Department

CASNR
College

449 Ag Hall Stillwater, OK 74078
Advisor's Address

(405) 744-8140
Phone

rob.terry@okstate.edu
E-Mail

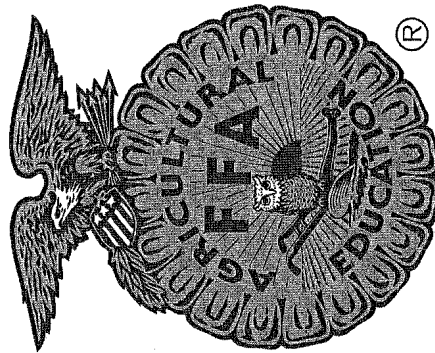
Required IRB Training Complete: ☒ Yes ☐ No
(Training must be completed before application can be reviewed)

NOTE: If sufficient space is not provided below for a complete answer in sufficient detail for the reviewer to fully understand what is being proposed, please use additional pages as necessary.

<p>1. Describe the purpose and the research problem in the proposed study.</p> <p>Every year the National FFA Organization dedicates thousands of dollars and resources towards hosting multiple service-learning events in conjunction with their National FFA Convention attend by 55,000 people across the United States, Puerto Rico, Guam and the Virgin Islands. However, no research has been conducted to understand if these efforts have an impact on student's motivations to participate in service experience in the future as a result of their experience.</p> <p>The purpose of this study is to describe the motivations behind FFA member's participation in service-learning at the 2013 National FFA Days of Service. All students will be given an activity perception questionnaire from the Intrinsic Motivation Inventory instrument before and after their service-learning experience. Through this questionnaire, I hope to describe motivations of students to participate in service-learning before and after the activity.</p>
<p>2. (a) Describe the subjects of this study:</p> <p>1) <u>Describe the sampling population:</u> Participants will be from across the United States that are between grades 8-12. All attendees are enrolled in at least one agricultural education class and are members of the National FFA Organization. FFA involvement ranges from first-year members to students who have been members of the organization for four years. I hope to conduct research only at the National Safe Place service-learning site in Louisville, Kentucky. Because the total population is 160 (N=160), I have elected to conduct a census survey.</p> <p>2) Describe the subject selection methodology (i.e. random, snowball, etc.): A census survey will be used for the study</p> <p>3) Describe the <u>procedures to be used to recruit subjects</u>. Include copies of scripts, flyers, advertisements, posters, and letters to be used. If recruitment procedures will require access to OSU System email addresses you will need to include Appendix A of this application.⁷</p> <p>4) How many subjects are expected to participate? (N=160)</p> <p>5) What is the expected duration of participation for each segment of the sampling population? If there is more than one session, please specify the duration of each session: Upon IRB approval, a pre and post survey will be distributed to the population before and after their service-learning experience on November 1, 2013. The data collection phase will only last for one day during the specific service-learning event.</p> <p>6) Describe the calendar time frame for gathering the data using human subjects: November 1, 2013 upon IRB approval.</p>
<p>7) Describe any follow-up procedures planned: No follow-up procedures are planned</p> <p>(b) Are any of the <u>subjects under 18 years of age</u>? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If Yes, you must comply with special regulations for using children as subjects. Please refer to the IRB Guide.</p> <p>3. Provide a detailed description of any <u>methods, procedures, interventions, or manipulations of human subjects</u> or their environment and/or a detailed description of any existing datasets to be accessed for information. Please indicate the physical location where the research will take place (if applicable). Include copies of any questionnaires, tests, or other written instruments, instructions, scripts, etc., to be used.</p> <p>This descriptive study looks to learn about the motivations of participants to participate in service-learning before and after the 2013 National FFA Days of Service.</p> <p>During the registration period, study participants will receive and be asked to complete a questionnaire designed to capture their motivations for participating in the event. Also, after they complete their service-learning experience, participants will complete a post survey to gauge whether the service-learning experience affected their motivation to conduct service in the future.</p>

Updated: September, 2013

**National FFA Days of Service
Questionnaire**



**86th National
FFA Convention
Louisville, Kentucky
November 1, 2013**

Please respond to items 1 – 10 by placing a check (✓) in the box that best describes your agreement with each statement.

	1	2	3	4	5	6	7
	Strongly Disagree			Undecided/Neutral		Strongly Agree	
1. I believe that doing this activity could have some value for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I believe I had some choice about this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I think this activity is important for my improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I really did not have a choice about doing this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I did this activity because I wanted to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I think this is an important activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I felt like I had no choice but to do this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I believe doing this activity could be somewhat beneficial for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I believe doing this activity could help me do better in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would describe doing this activity as fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to items 11 – 13 by placing a check (✓) in the box corresponding with statement that best describes you:

11. Female ☐ Male ☐

12. Race/Ethnicity:

☐ African American

☐ Hispanic

☐ Native American

☐ White (non-Hispanic)

☐ Asian

☐ Other

13. Years of FFA membership (including current year):

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

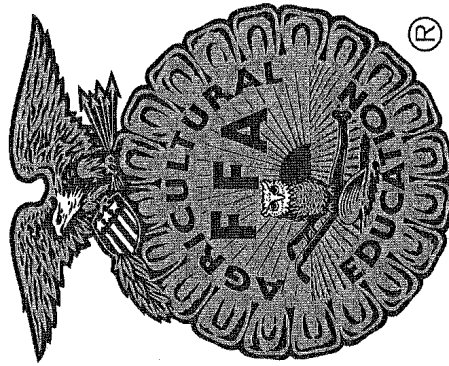
☐ 6

Please write in items 14-15 with your personal information:

14. What is your age? _____

15. From what state is your FFA chapter? _____

National FFA Days of Service Questionnaire



**86th National
FFA Convention
Louisville, Kentucky
November 1, 2013**

Please respond to items 1 - 25 by placing a check (✓) in the box that best describes your agreement with each statement.

	1	2	3	4	5	6	7
	Strongly Disagree			Undecided/ Neutral		Strongly Agree	
1. I believe that doing this activity could have some value for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I believe I had some choice about this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. While I was doing this activity, I was thinking about how much I enjoyed it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I believe doing this activity is useful for improved concentration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. This activity was fun to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I think this activity is important for my improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoyed doing this activity very much.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I really did not have a choice about doing this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I did this activity because I wanted to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I think this is an important activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I felt like I was enjoying the activity while doing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I thought this was a very boring activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. It is impossible that this activity could improve my studying habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5	6	7
	Strongly Disagree			Undecided/ Neutral		Strongly Agree	
14. I felt like I had no choice but to do this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I thought this was a very interesting activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I am willing to do this activity again because I think it is somewhat useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I would describe this activity as very enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I felt I had to do this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I believe doing this activity could be somewhat beneficial for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I did this activity because I had to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I believe doing this activity could help me do better in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. While doing this activity I felt like I had no choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I would describe this activity as very fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I felt like it was not my own choice to do this activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I would be willing to do this activity again because it has some value for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you. Please turn this form in to Richie Roberts

VITA

Frank Richard Roberts

Candidate for the Degree of

Master of Science/Arts

Thesis: IMPACT OF PARTICIPATION IN THE NATIONAL FFA DAYS OF
SERVICE ON STUDENT MOTIVATIONS, VALUE, & DECISION TO
PARTICIPATE IN SERVICE-LEARNING

Major Field: Agricultural Education

Biographical:

Education:

Completed the requirements for the Master of Science/Arts in agricultural education at Oklahoma State University, Stillwater, Oklahoma in July, 2014.

Completed the requirements for the Bachelor of Science/Arts in your major at Oklahoma State University, Stillwater, Oklahoma in May, 2009.

Experience:

- Graduate Teaching and Research Associate in the Department of Agricultural Education, Communications, and Leadership at Oklahoma State University, Stillwater, Oklahoma from July 2013-Present.
- Agricultural Education Instructor at Elgin Public Schools, Elgin, Oklahoma from July 2010-June 2013.
- Agricultural Education Instructor at Waurika Public Schools, Waurika, Oklahoma, July 2009-June 2010.

Professional Memberships:

- American Association of Agricultural Educators